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ABSTRACT

This teaching guide focuses on four forms of arts and crafts popular in China, Korea, and Japan, and explores the effects, if any, on American culture. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The objective of this unit is to help students understand and appreciate East Asian calligraphy, haiku, ikebana, and shadow theater. Suggested time period is one or two weeks. The guide includes a pretest, four behavioral objectives accompanied by instructional strategies and facilitating materials, and three worksheets illustrating haiku, ikebana, and calligraphy. A posttest asking for definitions of the crafts, examples of use in Louisville, and student feelings about East Asian art is included, plus a bibliography of resources and materials. (Author/CK)

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ETHNIC STUDIES

ARTS AND CRAFTS OF EAST ASIA

Experimental Unit

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SP011776

ETHNIC HERITAGE PROJECT

1976-1977

Jefferson County Public Schools, Louisville, Kentucky

ETHNIC HERITAGE STUDIES: ARTS AND CRAFTS OF EAST ASIA

EXPERIMENTAL UNIT, 1976

Preliminary Draft

JEFFERSON COUNTY PUBLIC SCHOOLS

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AN EQUAL OPPORTUNITY EMPLOYER

ACKNOWLEDGMENTS

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FOREWORD

Recognizing the value of an ethnic studies program as a vehicle for promoting positive attitudes toward cultural diversity, Jefferson County Public Schools curriculum writers and teachers, in conjunction with representatives of the University of Louisville and the Bicentennial Committee of the Louisville Chamber of Commerce, have examined present ethnic studies courses of the Jefferson County Public Schools and have developed components for these courses.

Funded by the United States Office of Education, the newly developed units focus on increasing understanding and appreciation of the diversity among ethnic groups represented in the Greater Louisville community.

The units will be tested and evaluated in pilot classrooms during the 1976-1977 school year.

E C Grayson

Ernest C. Grayson
Superintendent
Jefferson County Public Schools

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RATIONALE FOR ETHNIC STUDIES

The recognition of cultural pluralism as intrinsic in society in the United States is receiving increased attention from the nation's educators who realize that cultural diversity manifests itself daily in the classroom and often is the source of communication breakdown, misunderstanding, and conflict.

Consequently, school systems across the country are seeking to develop a variety of curriculum offerings that will deal with this cultural diversity in substantive and affirmative ways.

The Jefferson County Public Schools became directly involved in this search as the result of a grant from the United States Office of Education for the development of an Ethnic Studies Program in local schools. The grant resulted from a joint proposal by the University of Louisville, the Jefferson County Public Schools, and the Louisville Chamber of Commerce.

To meet grant guidelines, a curriculum writing committee comprised of local instructional leaders and teachers met during the months of July and August, 1976, to develop criteria for an ethnic studies program, to analyze present ethnic studies courses, to construct model units for implementation in county classrooms, and to plan ethnic fairs in six county schools.

PROGRAM CRITERIA

The Curriculum Writing Committee for the Ethnic Studies Program believes that an Ethnic Studies Program should cross disciplinary lines throughout the curriculum and must include the examination of major ethnic groups represented in American society.

The committee further believes that the specific characteristics listed below mark a definitive ethnic studies program and should be reflected, in varying degrees, in individual ethnic studies courses.

Characteristics

An Ethnic Studies Program, logically:

1. Emphasizes the universality of human needs
2. Explores the experiences and contributions of ethnic groups
3. Analyzes the relationships between ethnic groups
4. Develops a historical perspective of ethnic groups
5. Provides a balanced accurate and impartial treatment of ethnic groups
6. Analyzes ethnic myths and stereotypes
7. Contains interdisciplinary elements
8. Explores future prospects of ethnic groups
9. Endorses the principle of social equality of individuals
10. Focuses on attitudes and values of ethnic groups
11. Promotes individual self-awareness and feelings of self worth
12. Seeks accommodation, appreciation and acceptance of cultural diversity

Unit Title: _____

Unit Description/Purpose: _____

_____

	YES	NO	NOT APPLICABLE
Emphasizes the universality of human needs			
Explores the experiences and contributions of ethnic groups			
Analyzes the relationships between ethnic groups			
Develops a historical perspective of ethnic groups			
Provides a balanced accurate and impartial treatment of ethnic groups			
Analyzes ethnic myths and stereotypes			
Contains interdisciplinary elements			
Explores future prospects of ethnic groups			
Endorses the principle of social equality of individuals			
Focuses on attitudes and values of ethnic groups			
Promotes individual self-awareness and feelings of self worth			
Seeks accommodation, appreciation and acceptance of cultural diversity			

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ETHNIC STUDIES: ARTS AND CRAFTS OF EAST ASIA*

Description of the Unit

This unit introduces four forms of arts and crafts popular in China, Korea and Japan and explores the effects, if any, on American culture.

Suggested Time

One to two weeks

General Objective

Provides the student with some understanding and appreciation of four forms of arts and crafts of East Asia.

Concepts

Calligraphy (East Asian Characters)
Haiku
Ikebana
Shadow Theater

*Only China, Korea and Japan are included in this unit.

PRETEST

Ethnic Studies: Arts and Crafts of East Asia

I. Match each term with the correct definition by placing the letters from column 2 in the blanks in column 1.

Column 1	Column 2
_____1. Haiku	A. The art of flower arrangement
_____2. Calligraphy	B. 5-7-5 line Japanese poetry
_____3. Ikebana	C. A play using puppets and figurines against a screen
_____4. Shadow Theater	D. The art of fine writing

II. Respond to the following questions:

A. Are you interested in visiting China, Korea or Japan? Please check one.

High interest _____
Moderate interest _____
Low interest _____

B. How would you rate your knowledge of the following? Check the appropriate column.

	A great deal	Some	A little	None
Haiku				
Calligraphy				
Ikebana				
Shadow Theater				

C. How would you rate your interest in studying about East Asian arts and crafts?

High interest _____
Moderate interest _____
Low interest _____

Behavioral Objective 1

Given the topics calligraphy (East Asian characters), haiku, ikebana, and shadow theater and a selected bibliography, the student will choose and research one of the topics (defining the terms, tracing the origin, history and usage of the art/craft) in a two-page paper.

Instructional Strategies

Give a brief introduction to these four East Asian arts/crafts before asking the students to make a selection for more in depth study.

Prepare and distribute an outline of major ideas to be researched. Plan for students to do research in the library or provide selected materials in the classroom.

Facilitating Materials

Schwartz, Rudolph. China, Japan and Korea.

The World and Its Peoples: China, Mongolia.

Kits:
My Ancestors Came from China.

My Ancestors Came from Japan.

Copies of outline of major ideas to be researched

Behavioral Objective 2

Having researched the selected topic, the student, with other students who have chosen the same topic, will organize findings and make plans to present the topic to the class (including a demonstration of the art/craft and some class participation).

Instructional Strategies

Ask students to include the following in their class presentation:

A short report which includes definition, origin and history of the topic, and its value to people.

Visuals to be presented

An effective demonstration (At least one student in the group should have had some practice in the art or craft in order to demonstrate.)

Facilitating Materials

Work Sheets on haiku, ikebana and calligraphy, pp. 5-7.

Instructional Strategies	Facilitating Materials
Material(s) brought to class by students so that classmates may participate in the experience	
Prepare enough copies of each work sheet so that each group may have the appropriate work sheet while developing a plan for presentation and the class may be given copies at the time of presentation.	

Behavioral Objective 3

Having organized and developed a plan to present the art/craft to the class, the student will carry out her/his part in presenting the art/craft to the class.

Instructional Strategies	Facilitating Materials
Provide an opportunity for each group to make its presentation.	
Provide students with a copy of the outline that was used in their research so that each may take notes as each art/craft is presented.	Copies of outline of major ideas to be presented

Behavioral Objective 4

Having participated in the research on one of the arts/crafts of East Asia and having participated in the presentation of the four arts/crafts, the student will, in a class discussion, infer effects of these arts/crafts on American culture.

Instructional Strategies	Facilitating Materials
Write the words haiku, calligraphy (East Asian characters), ikebana, shadow theater on the chalkboard.	

Instructional Strategies	Facilitating Materials
Divide the class into four groups and assign each group one of the topics to discuss. Have the recorder report the findings to the class. or With the entire class explore the effects of each art/craft separately. Then ask: What conclusion have you reached concerning the major effects of these arts/crafts on our way of life? Allow volunteers to read their statements.	

HAIKU

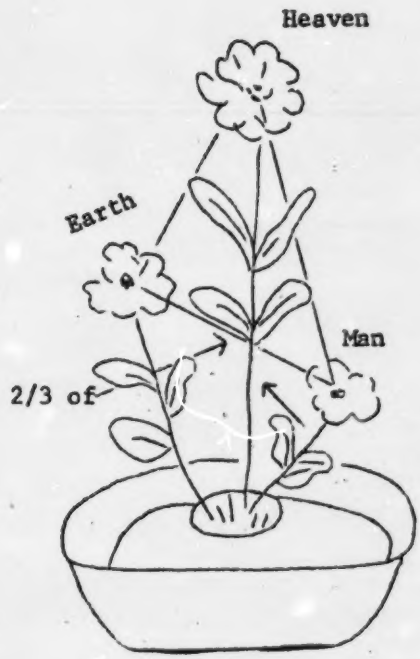
In clear autumn sky

Weaves around the dragonfly

Among tall bamboo.

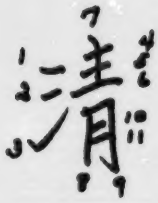
BASIC STYLE OF CLASSICAL FLOWER ARRANGEMENT

Ikebana



Background consisting of leaves or branches should be added to this basic ikebana.

CALLIGRAPHY: EAST ASIAN CHARACTERS



清江一曲抱村流

Chinese

내놀던옛동산에

Korean

あのよろし

Japanese

POST TEST

Ethnic Studies: Arts and Crafts of East Asia

I. Define

A. Calligraphy (East Asian characters)

B. Haiku

C. Shadow theater

D. Ikebana

II. Respond to the questions below:

A. Are you now interested in visiting China, Korea or Japan?

High interest _____
Moderate interest _____
Low interest _____

B. How would you rate your knowledge of the following? Check the appropriate column.

	A great deal	Some	A little	None
Haiku				
Calligraphy				
Ikebana				
Shadow theater				

C. Having studied a unit on East Asian art, how interested would you be in another course dealing with different aspects of East Asian art?

High interest _____
Moderate interest _____
Low interest _____

D. How interested would you be in learning more about East Asian culture (e.g., history, literature, music, language)?

High interest _____
Moderate interest _____
Low interest _____

E. Name three examples that illustrate the use of haiku, calligraphy, ikebana, or shadow theater in Louisville today.

F. How would you rate this course?

Interesting _____
Useful _____
Fun _____
Boring _____
Useless _____
Dull _____

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RESOURCES AND MATERIALS*

Kits

My Ancestors Came from China. Palos Verdes Estates, Calif.: Touch and See Educational Resources, 1974.

My Ancestors Came from Japan. Palos Verdes Estates, Calif.: Touch and See Educational Resources, 1974. Contains 400 activity cards.

Books

McCune, Evelyn. The Arts of Korea: An Illustrated History. Rutland, Vt.: Charles E. Tuttle Co., Inc., 1962. o.p.**

Munsterberg, Hugo. The Arts of Japan: An Illustrated History. Rutland, Vt.: Charles E. Tuttle Co., Inc., 1956.

Schwartz, Rudolph, and Hammond, Harold E. China-Japan-Korea. Regional Studies Series. New York: Cambridge Book Co., Inc., 1971.

Swann, Peter C. Art of China, Korea and Japan. New York: Praeger Publishers, 1963.

The World and Its Peoples: China and Mongolia. New York: Greystone Press, 1965.

The World and Its Peoples: Japan and Korea. New York: Greystone Press, 1964.

Yee, Chiang. Chinese Calligraphy: An Introduction to Its Aesthetic and Technique. 3d ed. Cambridge, Mass.: Harvard University Press, 1973.

*If materials are not available in the school, telephone the Ethnic Heritage Studies Project Office at Education Development Center (456-3270).

**The abbreviation o.p. following an entry means that the item is not currently available for purchase. Many school and public libraries, however, already have copies of these materials.

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child

_____withdraw it from all students

_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____

The Ethnic Heritage Studies Project is sponsored by the Jefferson County Public School System, the University of Louisville, and the Louisville Bicentennial Corporation of the Chamber of Commerce and is partially funded by the United States Office of Education. The unit is being used exclusively by selected teachers in the Jefferson County Public Schools.